

The Church School Teacher

Volume XX

MARCH 1951

Number 3

President to Talk on Policy Crisis

City Firm Awarded \$500,000 War Job

Europe Plans German Units of 4,000 Men

Text of Arthur Message

New Draft Plans to Be Ready Soon

Fire Perils Stores, Row of Buildings

U.S. Sets Signals for Air Raid

LESSON I

JESUS IS RISEN

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by the children. W
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2. To help the ch
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Easter Day. In certain
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comes in March, as in
the preceding quarter
lessons have been used
is made for



But there IS Good News, too!

MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XX No. 3

MARCH 1951

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FROM YOUR DIRECTOR I

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The Church School Teacher

Vol. XX

MARCH 1951

No. 3

From Your Director

By PASTOR L. H. WESTBERG

Augustana Lutheran Church

In This Issue

THIS month we run our quarterly helps for teachers of *Christian Growth Series* and the Adult Bible study class. They are printed well in advance of the quarter to make it easy for teachers to begin their preparations early. Start early, teachers!

Staff

Miss Alberta Peterson, my assistant in Parish Education, left the department January 1 to continue her studies toward a Master's Degree in Education. She is at St. Lawrence University, Canton, New York. Her address is 23 College St., Canton.

In the year and a quarter Miss Peterson has been on our staff she has made a significant mark upon Parish Education. Not least significant has been her work with

the traditional Christmas and Easter programs. With the zeal of the reformer and the skill of the dramatist she changed the character of the programs from vehicles featuring the recitations of children to services in which the children and congregation worship. Her programs are sermons in drama and pageantry.

The Audio-Visual Kit

You are hearing much about the new audio-visuals produced for the purpose of helping the local Church School recruit and train teachers and leaders.

Most of our conference commissions on parish education have purchased copies and are distributing them to the Sunday schools within their conferences. They are recommending that the filmstrips and accompanying rec-

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ords be used as the basis for the monthly teachers' meetings. There are enough filmstrips and records to give the teachers monthly programs for a year or more.

Some individual congregations are purchasing the kit. Others are buying them jointly with one or more neighboring congregations. Some districts are appropriating money for them. They are a good investment, for they will be usable for many years. Priced at \$75.00 with 78 rpm records and \$65.00 with 33-1/3 rpm, they can be purchased through our office.

Co-operation

The list of contributors to the last issues of THE CHURCH SCHOOL TEACHER has included writers from not only the American and Augustana Churches but the Evangelical Lutheran and United Lutheran. It is a reminder of the co-operation of the boards of parish education within Lutheranism.

There are many evidences of such co-operation. Last fall's *Parish Education Month* promotional material, for example, was the work of all churches within the National Lutheran Council. Of longer standing is the joint project of the Missouri-ELC-ALC-Augustana in visualizing Luther's *Catechism*. That our

Christian Growth Series is the co-operative work of the ALC, ULCA, and Augustana boards is well known.

The Circle Widens

And the circle widens. Teachers and pastors who have longed for wider fellowship within all Protestantism are happy over the formation of the National Council of Churches of Christ in the U. S. A. To such it is heartening to know that official representatives of twenty-nine denominations with a communicant membership of almost thirty-two million (90% of Protestantism) met in Cleveland last December and approved the constitution of the new council.

Included in this group of denominations were three Lutheran bodies—Augustana, Danish, and United Lutheran. Other Lutheran church boards, whose churches did not join the Council, took membership in one or more of its four divisions. Among these were the boards of education of the Evangelical Lutheran Church and the American Lutheran Church. These boards joined the new Division of Christian Education.

The Meaning

What does it mean for our Augustana Church that we have

joined the National Council of Churches of Christ in the U. S. A.? It means that with the other churches of the Council we have declared formally and officially that it is our spirit and purpose to work together in co-operation, not in isolation or competition. Our Augustana leaders in every field of church work will now meet in Christian fellowship with leaders of other denominations. They will unite in hundreds of co-operative projects. Projects which no single denomination could do alone now will be possible together.

What does this mean for Parish Education? It means our Board of Parish Education will continue the co-operative work formerly channeled through the International Council of Religious Education. Now, however, the work of the *National Protestant Council on Higher Education* and the *Missionary Education Movement* has been added and the three groups will constitute one of the four *divisions* of the National Council of Churches. New prestige and strength will come to Christian education because of this direct connection to the central church organization.

The Larger Significance

But there is a larger significance. The last section of the Council's

Message to the People speaks it eloquently:

We of the National Council of the Churches of Christ in the U. S. A. begin our work in humility as we see the magnitude of the task ahead. We are conscious of our own shortcomings. Knowing that men too often dream in marble and then build with straw, we whose very human lives are not separate from sin and ignorance can make no boast of past or future excellence.

But this we have done: by God's grace we have forged an implement for co-operation such as America has never seen before. Into it have been poured the thoughts of wise and noble men and women, the prayers and consecration of the faithful, and the longing of all the participating Churches to serve the spiritual needs of all the people. The Council is our Churches in their highest common effort for mankind.

Our hope is in Jesus Christ. In Him we see the solution of the world's ills, for as human hearts are drawn near to Him, they are drawn near in sympathy and understanding to each other. The Council itself is a demonstration of His power to unite His followers in joyous co-operation. Let nation and nation, race and race,

class and class unite their aims in His broad purposes for man, and out of that unitedness there will arise new strength like that of which we ourselves already feel the first sure intimations.

In this hope we commend you,

our fellow citizens, to God's mercy, grace and peace.

I could not improve upon that for a Lenten and Easter message. Let us unite our aims in His broad purposes for us. May His strength arise in us . . .

This month there will be room for only the helps in teaching *Christian Growth Series*. So we shall have to skip continued articles until the May issue.

Augustana pastors and teachers are asked to be on the alert for material describing Immanuel Deaconess Institute. The month will be observed in April throughout our Church's Sunday schools. It is being promoted by both the Board of Parish Education and Immanuel Deaconess Institute. The month will be an opportunity for your Sunday school and congregation as a whole to become familiar with this great work of the Church.

Our suggestion for the Worker's Conference is to divide your teachers into groups according to departments, and work through the material presented in this issue.

Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Third Quarter

By MRS. MARIE SHUPE

Staff, Board of Parish Education, American Lutheran Church

UNIT A of the third quarter of this lesson series is actually a continuation of Unit C of the previous quarter. Since Easter falls on March 25, the twelfth Sunday in 1951, two of the second quarter

lessons had to be postponed to a later date, and Lesson 1 of this quarter taught on the last Sunday in March. Each teacher must decide what adjustment in lesson sequence she wants to make.

Read again the *Desired Outcomes of the Christian Growth Series for Beginners* on page 4 of the Teacher's Guide for this quarter. Think in terms of these general aims as you consider the aims for each lesson. Begin by asking yourself, "Just what is it I want to accomplish during this hour? What do I want this particular lesson to do for my class? If the aims stated in the Teacher's Guide answer these two questions for you, then the stated aims become your own. Sometimes you may need to add another aim to the ones already given because of some particular need of your group.

Birthday Reminder

Read carefully the device on page 64 for motivating interest in memory work. If you plan to try this in Unit B, prepare it early so that you have it ready to show and explain to the children in advance. The birthday reminder idea on page 7 is worth your attention. At this age children cannot always be depended on to tell you when their birthday comes. Others will announce every few months that they are having a birthday. It is important that, where some kind of recognition of birthdays is customary, there be no mistake in the date and no child be overlooked.

Although it has been said before, please remember that no teacher is expected to do *everything* suggested in the Teacher's Guide for any one lesson. This is pointed out on page 8. The Beginners' Class moves at a rather slow pace. To attempt to crowd too much into a session results in confusion and a feeling of dissatisfaction on the part of both children and teachers.

UNIT A

JESUS, THE CHILDREN'S FRIEND

Recall again the last five lessons in the preceding quarter. The following three lessons complete the unit.

Lesson 1. Jesus Is Risen

As a review of the Easter story, ask four older girls, perhaps from the Junior or Intermediate Department, to dramatize it for you. They should be asked at least a week in advance to give them time to prepare. They may conclude their dramatization by having the members of the Beginners' Class be the friends to whom they tell the good news. If they use the exact words from Mark 16:6 they will make the memory verse meaningful and easily remembered. Later some of the four and five-year-olds may be eager to play the story themselves.

If you make the Easter greeting card as suggested, why not write or type the memory verse on slips of paper which the children can paste under the picture. Encourage them to "read" the verse from the card.

Music for the poem in the Teacher's Guide can be found on page 112 of *Songs for Children*.

Lesson 2

Jesus Gets a New Home Ready

This entire story is built around the song indicated. This is hymn 99 in *Primary Songs of Praise* or 174 in *The Children's Hymnal and Service Book*. This is a different and somewhat unusual approach to a lesson. Do not be afraid to try it. The children are sure to like it. It is doubtful if hearing it once will be enough. By way of review, explain the thought of each stanza to them as they look at the picture. Then go through the entire story again asking them to join you in the refrain. We believe this repetition will be preferable to the use of both stories, especially with the four-year-olds.

Lesson 3

Jesus Helps Children Today

This is the final lesson and actually a review of the entire unit, *Jesus, the Children's Friend*. A picture talk, similar to the one sug-

gested is a very effective means of review. There are many variations of this technique. Often it may be in the form of a game: "I'm thinking about a story that tells—Who can find that picture?"

UNIT B.

HELPING JESUS WHERE WE LIVE

This is a unit of lessons on Christian service. Make plain to the children what Christian service really is, that it is anything we do for others that grows out of our desire to do good in thankfulness to Jesus who has done so many things for us. It should be stimulating to children to know that they can serve Jesus in a number of ways every day.

A New "Home Work"

A good way to begin this unit would be to meet with parents, or mothers, of the group to give them an overview of the unit and to show them that you can merely present these lessons in the class session, that they must be lived at home if they are to be life-directing.

Note the suggested introduction to the worship periods throughout the unit. We learn from the Bible what Jesus wants us to do. Each memory verse contains one such Bible truth. The stories should give meaning to these memory verses

Lesson 4

Our Neighbor Friends

This lesson emphasizes the good-neighbor theme. Four and five-year-olds know the word neighbor as it pertains to those living in the same block. Try to get them to see its broader meaning.

The flannelgraph is a good medium of review for this story. The Prodigal Son is one of the Suede-Graph Series.

An additional activity suggested for this and other lessons in the unit is to give the children an opportunity to do free drawing, creative drawing. For example, in this case give each child a sheet of paper and access to a box of crayons and say something like this: "Draw your own picture showing something you have done (or would like to do) for your neighbor. When you are finished you can tell us about your picture. Then you can take it home and show it to Mother and Daddy and tell them about it."

For the first few times you will have to draw a picture to show the children what you mean. Keep it very simple. Stick figures are easy to draw yet they can be made to show much action. Their first attempts may be crude, but with a little experience four and five-year-

olds can soon express their ideas very well in this manner. Public school kindergarten teachers make much use of this form of self-expression for children who have not learned to write and the results are often surprisingly good.

Lesson 5. Our Playmates

This is a natural for teaching Christian service. "I want what I want when I want it" seems to be the usual basis for action when pre-school children play together. Often they have experienced no better way to get the thing they want than to grab it. The picture on page 3 of the child's leaflet is typical, both hold on until the stronger or the more persistent gets possession.

Offer play-acting suggestions for desirable behavior. For example, give each of two children a sheet of paper, and give one of them a box of crayons. Ask the two children to show the class what they should do.

Lesson 6.

Helping Where We Can

In a way this is a review of the two preceding lessons. It is also a good opportunity to teach self-discipline, which after all is the ultimate goal of all discipline.

Give children a chance to tell of some good thing they did some

time when no one was looking. Get them to tell why they did these things. Connect such actions with "Doing the will of God from the heart."

Lesson 7. Going Visiting

This lesson offers opportunity for very practical teaching. Here, as in previous lessons, we can but create these situations and play them in the class. They arise naturally in the home where parents can help to make them real.

Teachers who wish to use more specific Bible illustrations should tell of some of the occasions when Jesus visited in people's homes and what happened there. Such incidents serve as a pattern for us today. One or several of the New Testament references will provide background for these incidents.

Lesson 8.

Helping in the Neighborhood

The aim indicated in this lesson is a two-fold one, the second part of which is a very practical one from the standpoint of parents of young children. Teaching the law of "mine and thine" is a long, slow process. Until they have learned that law, until they have been taught to value their own possessions and to have a wholesome respect for the possessions of others,

the Seventh Commandment will have little meaning for them.

Lesson 9. Entertaining Others

This lesson offers a good opportunity to invite parents to visit the class. Unless the group is small it is usually not practical to invite them all at one time. Some teachers invite parents to visit the class on the Sunday nearest their own child's birthday. For this occasion, the parents of the newest enrollees in the class may be invited.

A project of this type will serve more than one purpose. In this instance it is directly connected with the aim of the lesson. It gives the children occasion to pay attention to guests, seeing that they have a place to sit, showing them books, toys, or pictures, or in any way adding to their comfort and enjoyment. It will also accustom the children to having adult visitors in the class. Finally, it will give parents an opportunity to see their own child in action and to observe his reactions to the teacher and to other children in the group.

Lesson 10. Keeping Sunday

The picture story in the leaflet is interesting and the kind of activity kindergarten children enjoy. It is much more satisfactory for

an individual activity, however, than for group work. We suggest, therefore, that this be left to the home or at least be used as an additional activity near the close of the session.

The story on page 52 of the Teacher's Guide then becomes the regular lesson story, rather than a supplementary one. In this case, teachers should write on the last page of the child's leaflet, "Please read Mark 3:1-6 to your child."

Today, Sunday means many things to many people. This lesson can be made to bring out a great Bible truth that is particularly pertinent to our day. As in all else, Jesus is the inspiration for our own pattern of Christian behavior.

Avoid the confusion in a small child's mind that might be caused by a discussion of the things we should *not* do on Sunday. Such a discussion can become too involved for four and five-year-olds. It is preferable that teachers make a positive approach to the matter of Sunday activities and talk about the things that Jesus would have us do on this day.

This is a long unit. For seven weeks the lesson theme will be on children's opportunities of helping Jesus through their everyday ex-

periences. For the final session a picture walk or a picture talk is suggested by way of review. Place all the pictures for the unit where the children can see them. Lead the children to talk about them and to identify them with the stories which they illustrate. This can be done in a number of ways. For specific instructions on conducting a picture walk, see the January 1950 issue of *THE CHURCH SCHOOL TEACHER*.

UNIT C. A BIBLE BOY

The last three lessons for this quarter are all about the same person, Timothy. Practically nothing is actually known of the boyhood of Timothy, except the very important fact of his early Christian home training. Much of the first story in this unit, therefore, is what *probably* happened in a home such as we know Timothy's must have been. Likewise, the details of his work with Paul, the great missionary preacher, are largely imaginary. Fundamentally, the characteristics of Timothy, as we would have little children know them, are embodied in these stories.

We suggest that teachers follow the guide rather closely for this short unit. In it they will find a fairly complete program for the three sessions.

Helps for Primary Teachers

Christian Growth Series, Primary I, Third Quarter

By ERNESTINE SANDEN

Assistant to the Director of Parish Education, Augustana Lutheran Church

UNIT A

JESUS THE FRIEND OF BOYS AND GIRLS

Unit C, Second Quarter (6 Lessons) and Unit A, Third Quarter (2 Lessons) are *one unit*, "Jesus, the Friend of Boys and Girls." This unit will be studied from February 25 through April 15. Palm Sunday and Easter come in this time making it necessary to rearrange the lessons in these quarters. The following rearrangement is suggested:

February 25 to March 11. Lessons 8 to 10, Second Quarter.

March 18. Palm Sunday. Lesson 13, Second Quarter.

March 25. Easter Sunday. Lesson 1, Third Quarter.

April 1. Lesson 11, Second Quarter.

April 8. Lesson 12, Second Quarter.

April 15. Lesson 2, Third Quarter. Unit Summary.

April 22 to July 1. Lessons 3 to 13, Third Quarter.

"Lo, I am with you always" is the key verse of this unit. It is

the Resurrection message which we must give the children! Let us pray for grace to accomplish this! They must understand that it is the love of God in Christ Jesus which has made them His children; that His love gives them new life; that in His love He heals the sick even through the touch of human hands; that His love provides them food; that His love makes it possible for them to believe in Jesus and gives them the desire to praise Him in all that they do and say. Each lesson in this unit teaches one of these concepts. May you and your class be able to sing "I Know That My Redeemer Lives" in the joy that only His Spirit can give.

UNIT B

RULES FOR HAPPY LIVING

If the concept of full dependence upon God in Jesus is carried into this unit from Unit A, you and your class can grow in your Christianity by learning how God has planned that we should live our lives. He has promised to be with us always and we trust Him for the will, the understanding,

and the strength to be His followers.

In the first lesson, Lesson 3, the question is asked, "Am I a Christian?" I believe that an explanation of the meaning of baptism could well be used in place of the story suggested (see Teacher's Guide page 18). I would refer you to the flannelgraph, "I Belong to Jesus," a Baptismal Lesson by Myrtle Rosene and published by the Augustana Book Concern. An adaptation of this flannelgraph story could be told the children without the flannelgraph. The following is suggestive:

Your father and mother love you very much. When you were a baby your mother bathed you and fed you every day. Your father works hard to give you a good home and everything that you need. They have played with you, taken you for rides and picnics, and given you toys, all because they love you.

But they knew that when you were born there was the seed of sin in your heart, just as there is in everyone's heart. They wanted you to belong to Jesus, to have your sin forgiven. They knew that the Bible says, "Be baptized and wash away your sins." So one day they brought you to the pastor to

be baptized. The pastor read from God's Word: "Suffer the little children to come unto me," "Be baptized every one of you," "Go ye into all the world and make disciples of every nation, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit; teaching them to observe all things whatsoever I have commanded you." Then he put some water on your head and said, "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen."

Jesus was right there when you were baptized. He is always there when someone is baptized. He made you His child. He gave you another name besides John, Jan, or Mary. That name is Christian. You belong to God's family. You are a Christian because you have been baptized. That is why you can sing, "I Am Jesus' Little Lamb." (Song could be sung.)

Jesus made a promise to you when you were baptized. He said, "I am with you always." Your mother and father made a promise to God when you were baptized. They said, "Now our little child belongs to Jesus. We will help our child to grow to be what Jesus wants him to be. We will teach our child to study God's Word, the Bible, and to pray. We will

teach Him about Jesus in our home and in our church. We will pray for our child."

Now you have heard how you became a Christian. You belong to Jesus. Jesus wants all little children to be baptized and belong to His family of Christians. We must always thank Jesus for making us His children, and ask Him to keep us His always. Shall we sing, "Jesus, Friend of Little Children"?

With an introduction similar to this, the rest of the lessons in Unit B will fit beautifully into the pattern of learning how Jesus wants us to live. As these lessons progress, be sure to lead the children to recognize that in spite of their best intentions they are not able to live up to the mark which Jesus has set, "Be perfect as your heavenly Father is perfect."

This failure is because of the seed of sin with which they were born. They must see that they do not always want to live as Jesus wants them to live. That they purposely do what is not pleasing to God is sin, too. We must lead them to tell Jesus about their sins and ask forgiveness.

Primary children can understand and appreciate the Christian way of daily repentance, forgiveness, and strength to overcome sin

in the power of Jesus. The Easter message, "Lo, I am with you always," must continue through these lessons and become the personal experience of each child as he learns to depend fully upon Jesus for *all* the will, the understanding, and the ability to do His will.

A classbook is suggested as an activity for this unit. It can be a lovely project if each class group works with its teacher on such a book. Besides the suggested Bible verse, the Ten Commandments would fit into this study of "Rules for Happy Living."

UNIT C

AND GOD SAID

These three lessons lay some of the groundwork for the future study of the First Article of the Apostles' Creed. In fact the Article could well be learned in connection with Lesson 13. Some of the frames from the filmstrip "Creation" could be used in summarizing the unit in Lesson 13. Care must be taken to avoid showing those frames which are ultra-symbolic. They are beyond the grasp of Primary children.

The frieze or series of posters suggested will lend themselves to pupil participation in freehand drawing and the finding of magazine pictures for each lesson.

The Teacher's Guide mentions the observance of Memorial Day, Mother's Day and Children's Day during this quarter. Since we must not sacrifice the unique message of our church schools the observance of these special days must be made to glorify the Saviour. Mothers and fathers, who have promised to bring up their children in the fear and admonition of the Lord, will appreciate

a card using a Bible memory verse as a gift on their special days.

Teacher's Bible Reading

We urge every Primary teacher to study Paul's *Letter to the Romans* before beginning to teach this Third Quarter of Primary I. Its sixteen chapters are rich in the doctrine of justification by faith and would give us all the correct perspective as we go about our preparation and teaching.

Helps for Teachers of Juniors

Christian Growth Series, Junior I, Third Quarter

By ELLA M. OSTEN

Staff, Board of Parish Education, American Lutheran Church

Time: Two weeks before the beginning of the new quarter.

Place: Home of the Junior leader, Miss Jones.

Characters: Junior teachers and associates.

MISS JONES: Good evening, everyone. Come right in. How glad I am to see you. Let's gather around this table. That will give us room to work. Let's see: I think we are all here. Kit and Sue teach the fourth grade juniors, Vivian has the fifth grade, and Mr. and Mrs. Smith the sixth grade. Tonight Mary is with us to learn all she can about our department

for she will serve as our secretary.

Mrs. Brown is here, too. She wants to work in our department as her son, Billy, is in Vivian's class. She and I will serve as associate teachers to help out where needed. And Mrs. Brown can help us in establishing a closer contact with the homes of our pupils for she can speak from the parents' viewpoint. I see you all have your loose-leaf notebooks, Teacher's Guides, Pupil's Study Books, Bibles, and hymnals. That's fine. I asked you to bring your church hymnals for we will be using it in this quarter's work.

Now Vivian, will you open our planning session with a prayer, please?

VIVIAN: Heavenly Father, we thank Thee that we may serve Thee by guiding girls and boys in the study of Thy Holy Word. Be with us here, grant us Thy Holy Spirit to guide us as we plan. Bless our efforts to the glory of Thy name. For Jesus' sake, Amen.

MISS JONES: As you notice, the title of our quarter's lessons is "The Junior in Church." I am quite enthusiastic about these lessons and believe that we can encourage and help our Juniors not only to understand the worship and work of our Lutheran Church better, but stimulate them to regular attendance at the church services.

MR. SMITH: I haven't looked at these lessons, but don't you think we ought to teach Bible stories? Now the quarter we just finished was good. It reminded me of the time when I was a boy. We had Bible stories.

MISS JONES: You have a good point there, Mr. Smith. We do want our Juniors to know the Bible stories. But we also want them to put into practice what they learn. Mere fact learning is not enough. Perhaps working on

the lessons for this quarter will help us see how this can be accomplished.

MRS. BROWN: I am just beginning my work as a teacher, but I do want to speak as a mother. I think it's so important to give the children a good foundation of Bible knowledge. It means so much when they enter the catechetical class to prepare for confirmation and active church membership.

MISS JONES: Splendid! I'm so happy to know that all of us are concerned about the religious training of our children. We should have a very profitable evening. Now to our plans. I suggest that you begin by writing the title of each lesson at the top of a page in your notebook. Underneath the title we will indicate the Bible story or incidents used for the lesson. We will want to choose a main aim. Leave plenty of room as you write so you can fill in with notes as we work. Be sure to notice the code language or symbols suggested for each lesson. They are pictured in the Study Book. Some of these symbols we will find in our church. We may need pictures of the others. I know our Juniors will enjoy that phase of the lessons very much. I have begun my outline. I will give you the notes I have.

MR. SMITH: Pardon me for interrupting, but I notice the first lesson is "Easter Sunday at Church." Last Sunday was Easter and we had the Easter story. Is this poor planning or what?

MISS JONES: That's a good question, Mr. Smith, for it takes us right into the purpose or aim of our lesson. May I suggest what I have written on my outline?

1. *Easter Sunday at Church*
Lesson for First Sunday after
Easter, April 1, 1951

What? Why? See Mark 16:1-8. Story of the women at the tomb on the first Easter.

Use Aim 3 as the main aim like this: Lead our juniors to want to worship the victorious Christ each Sunday in church.

Last Sunday's story from Matthew, Luke, and John. Exercise in Study Book, pages 6 and 7, provides excellent review. Use today's lesson to give pupils a more complete picture of the first Easter and the significance of Sunday as the day of worship.

Prepare chart of memory work according to plan in Study Book, page 4. Copy from the catechism used in our church. Try using one page of the chart for each section. Encourage each pupil to have his

own Bible and Catechism to use in class.

Use the symbols. Check on the ones found in our church. Have on hand a Church Year Calendar which gives church festivals, liturgical colors, etc.

Secure some church hymnals for class use. Pupils will need these to find names of Sundays for their *Church Attendance Records*. Select pupils to print these names on chart or blackboard, perhaps one pupil for each Sunday during the quarter.

Name of Sunday: *Quasimodo-geniti*. A Latin name meaning "As newborn babes." The name is derived from first words of Introit for the day, See page 711 of hymnal (Common Service). Have pupils look up 1 Peter 2:2 and Psalm 81:1, and compare with Introit. Explain that Psalms were used in Jesus' day and long before that in the Hebrew church. This marked the beginning of the service, hence the word Introit, meaning "leading into or entrance." Suggest that the Bible reference be written beneath the name of the Sunday each time. As pupils come they can look up these references and we can read these passages from our Bibles.

MR. SMITH: Well, I have to interrupt again. I'm changing my mind, Miss Jones. This is really a lesson. Why I'm learning a lot myself. Where did you find all this information?

MISS JONES: You see some of this quarter's work is on worship and there are a number of references given in our Teacher's Guide. So I secured as many as I could from our church library. The pastor loaned me some from his library. I have some books for our Juniors, too, to put on our browsing table with me.

VIVIAN: I enjoy these planning sessions so much. Once you start having them you won't want to miss a one. Don't you agree, girls?

SUE: I surely do. I really enjoy teaching for when we plan like this I know just how to proceed. Let's go on, Miss Jones. I'm eager for the other lessons. I know my Juniors and I are going to enjoy this.

MISS JONES: The rest of the outline consists of brief notes and suggestions. I'm glad you are enjoying this for I enjoyed it so much. I know you will be just as enthusiastic as I am. Be sure to leave plenty of space on your outlines to fill in afterward.

2. *How Pastors Serve*

April 8, 1951

From the *Bible*. Paul and his letter to the Romans. See Guide.

Stress Aim 2.

Tell briefly the story of Muhlenberg.

Memory Work on chart. Have pupils find it in the Catechism. Plan to use the Apostles' Creed for the opening of class next week.

Study the symbols. Check on the *Daily Bible Readings*. Suggest each pupil make his own chart and choose symbol for marking his chart. Continue this for the quarter.

Discuss the work of the pastor in our congregation. List various ways in which we can help. See pastor about possibility of visiting department this morning. Point out that we can help our pastor by regular attendance at our church service.

Today's name: *Misericordias Domini*. "Goodness of the Lord." Psalm 33:5-6, 1.

Look ahead. Ask a pupil to report on "A Sermon Heard Round the World" from next Sunday's lesson.

3. *Why Pastors Preach*

April 15, 1951

From the *Bible*: Sermon on the Mount. Matthew 5-7. Peter's Sermon. Acts 2.

Stress Aim 2.

Begin class by having the reporter give his news report. Ask the class questions such as: "What did this sermon do?" "What is a sermon?" and lead into the Bible study.

Symbols in our church: Altar, lectern, pulpit.

Memory Work: Plan to spend some extra time on this today. Divide class into two groups for drill and responsive reading.

Have materials and samples for bookmarks.

Talk about attending church as a family group, sitting together.

Today: *Jubilate* Sunday. Rejoice." Psalm 66:1-3.

4. *We Are Reverent in Worship*
April 22, 1951

From the Bible: Story of the Purging of the Temple. John 2:14-16. Right and Wrong Ways of Worshiping. Luke 18:10-14.

Stress Aim 2.

Be ready to help pupils write prayers. May be completed during week.

Check on today's symbols: The triangle, the circle, and candles.

Cantate Sunday. "Sing ye." Psalm 98:1.

Plan extra time for *Memory Work*. See Catechism for explanation of terms.

5. *Acts of Worship in Church*
April 29, 1951

From the Bible: Jesus in the Synagogue at Nazareth. Luke 4:16-22.

Assign Bible Readings, page 33, one to each pupil. Discuss acts of worship mentioned here. Then use check exercise, page 32. Discuss *Order of Worship* in our church. Use hymnal. Stress Aim 2.

Review *Memory Work*.

Rogate Sunday. "Pray ye." Not derived from the Introit, but from the Gospel lesson.

Note: Christians in France in the fifth century observed the three days following this Sunday as Rogation days or "Days of Asking" in which the people marched from the villages to the fields, and asked God's blessing upon the planted fields and the work of the farmer. Call attention to *Ascension Day*. Ask Juniors to read Acts 1:1-12 this week. Have someone report on this next Sunday.

6. *Music Helps Us Worship*
May 6, 1951

From the Bible: Bible passages, see Study Book, page 35. Look up these passages and be sure you can describe the various instruments. Secure pictures from dictionary and reference books. Use Psalm 150 as suggested. Stress Aim 2.

Refer to *Great Hymn Writers* and check in hymnal for hymns written by some or all of them. Here is one for each writer:

Bernard of Clairvaux, "Jesus, the Very Thought of Thee."

Paul Gerhardt, greatest German and Lutheran writer, "O Sacred Head, Now Wounded."

H. Bonar, "I Lay My Sins on Jesus."

Isaac Watts, "Joy to the World."

Luther, "Good News from Heaven the Angels Bring."

Charles Wesley, "Hark, the Herald Angels Sing."

Memory Work review.

Sunday: *Exaudi*. "Hear." Psalm 27:7-9.

7. *We Support Our Church Through Offerings.*

May 13, 1951

From the Bible: Mark 12:41-44.
Stress Aim 3.

Plan to have samples of offering envelopes to show children. Perhaps the church treasurer could be invited to speak to the children.

Plan to make the frieze or poster, "How Our Gifts Help."

Continue *Memory Work*.

Pentecost Sunday. Birthday of the Christian Church. Also called Whitsunday or White Sunday. *Pente* meaning fifty, this day comes

fifty days after Easter. Red color on the altar symbolic of tongues of flame.

8. *Our Offerings Help Others* May 20, 1951

From the Bible: Acts 9:36-42. Story of Dorcas. Gather pictures as suggested.

Stress Aim 3. Have on hand copies of church papers and other magazines showing pictures of mission work carried on by the church. Also of local projects.

Check on *Memory Work*. Continue work on chart showing work done for others.

Trinity Sunday. See Isaiah 6:3. This Sunday marks the close of the first half of the Church Year. This half stressed events in the life of our Lord, therefore is known as the festival half. Beginning with next Sunday we enter the half-year of the church in which we study the teachings of our Saviour and the work of our church.

9. *The Church's Business* May 27, 1951

From the Bible: Acts 6. See exercise on page 53.

Stress Aim 3.

Spend some time on the review of the *Memory Work*. Follow carefully the suggestions in the Teacher's Guide and study the material in the Study Book.

Explain that the Sundays are now numbered according to the Trinity Season.

10. *Who Are the Church Members?*

June 3, 1951

From the Bible: Matthew 4:18-20; 9:9-10; Acts 16:13-15, 27-30; 22:3.

Stress Aim 1. Study carefully the pupil's material and use it.

Memory Work review. In connection with this lesson stress the fact that God wants all people to learn to know Him and to believe in Jesus as the Saviour. Show also how we as members have a part in this.

11. *How Church Folks Live on Weekdays*

June 10, 1951

From the Bible: Daniel 1, the story of Daniel asking for proper food.

Stress Aims 2 and 3. Use exercises in Study Book. Discuss how we can help people in our community to want to belong to the church family. Show that the Bible helps us by the memory verse we have today. What did Jesus say in John 8:31? Call attention to the picture on page 68, Study Book. If you are observing Children's Day today, help the juniors to understand its purpose.

12. *Why We Have Churches*

June 17, 1951

From the Bible: Deuteronomy 6:4-7. Use also the references in the Teacher's Guide with the story of the early church if time permits.

Stress Aims 1 and 3. Spend some time with the "Lutheran Firsts" as given in the Study Book.

Check on church attendance. Are we accomplishing our purpose for this quarter?

Parents' Day

Make plans for the review next Sunday. Arrange for the display of materials made during the quarter. Make plans to invite parents for a Parents' Day in Sunday school. Permit the children to help plan for this period.

MR. SMITH: Well, Miss Jones I'll take back what I said about this quarter's work. I think it's a fine outline that you have given us. I know I'll want to use some of those reference books. And I have some ideas I want to use.

VIVIAN: I told you we would all enjoy these planning sessions. I suggest that we meet again about four weeks from now. Then we will have some ideas for the last Sunday. I am all for having a Parents' Day.

SUE: So am I. Couldn't we send a letter to the parents next week

telling them something about our quarter's work and asking for their co-operation?

MARY: I'll be glad to address the envelopes for you since I have the pupils' names and addresses.

MISS JONES: That is fine. Any other suggestions?

MARY: I'll post a chart of our attendance at Sunday school and church each Sunday. Do you think that would help?

VIVIAN: Indeed, it would. Juniors always like to watch a chart.

MARY: And, Miss Jones, if you will help me, I'll take care of the books for the browsing table. I think perhaps some of the children

would like to take a book home during the week. Could we set up a library system whereby the book has to be returned the next Sunday?

MRS. BROWN: I think that would be fine. And I'll help you file the pictures, Mary. I think Billy and his friends would like to help on that.

MISS JONES: I think all of us are going to enjoy teaching and working together this quarter. See you all on Sunday morning.

Note: The booklet "Paul and Dorothy Go to God's House" by Howard Kunkle, at 30¢, would be a good booklet for children to read and use. Write your church publishing house.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, Third Quarter

By ALBERTA PETERSON

Jamestown, N. Y.

LET US share these moments in discussing briefly the contents of the quarterly which lies in our immediate future. Each lesson in the quarterly, *Before and After Confirmation*, has been thoughtfully prepared and skillfully written. If we teachers will exercise equal care in presenting the lessons, worth-while results can

be assured. In other words, the material is first quality. Effective teaching is in our hands.

In reviewing this quarterly, I shall present nothing new. The Study Book and the Teacher's Guide are quite complete. However, I shall attempt to emphasize the strong themes which run through the lessons and to indicate

measures that may help you overcome some common difficulties.

Too often our teaching is scattered and confused because we neglect to clarify, in our own thinking, what aims we wish the lesson to have. For each of the coming lessons, the author has stated aims simply and concisely. Check on them in the Teacher's Guide and then let those aims chart the course your teaching will follow. Certainly, those suggested aims are important, but you have every right to add an aim of your very own and to emphasize it above all the others.

Aim of the Lessons

If the material we teach really "takes" with these Intermediates, it will be a tremendous force in their personal lives, and consequently a quickening in the life of the church body. What the quarterly aims to do is to assist the Intermediate so adequately through the period of confirmation that he looks eagerly to the time when he will be an adult member of the church. Meanwhile, as a teenager, he is made to feel that he is an indispensable member of the congregation. His church needs him; he needs his church. Surely, if we can make the Intermediate experience such a vital relationship with the church, then we will not

be faced with that after-confirmation slump from which so many congregations suffer. Every lesson we teach in the current quarterly has this as its deep-seated aim.

Now that we have mentioned the word aim, let us pause for a few more comments in that area. Only *you* know how the lesson should be made to fit *your* class.

Only One Aim

This becomes a suitable time to ask ourselves whether or not we have written within us the great aim of all our Sunday school teaching. It is recorded in John 17:3. "And this is life eternal that they should know thee the only true God, and him whom thou didst send, even Jesus Christ." That is our only continuing aim. All others are offshoots from this one. However, this one chief aim is not accomplished by the vain repetition of those particular words, but Jesus Christ becomes real to our students as conscientiously and prayerfully we follow those lesser aims which stand at the entrance to each new lesson.

We teachers need constantly to be deepening the well of knowledge from which we dip as we teach each Sunday. We recognize the numerous ways in which we can continue to be learners, but I would

call attention here to one of the obvious methods; more reading. Your Teacher's Guide recommends several source books to have at hand as you prepare the lesson. Long lists of related volumes could be added, but three books are particularly suggested: *Christ and the Fine Arts* by Maus, *The Way of Salvation in the Lutheran Church* by Gerberding, and *The Hymnal*. The last is within easy reach of all. The second volume may be had at a nominal price. The first should be in every church library. The teacher who consults this trio of books will find her outlook and her outreach marvelously lengthened.

The Hymnal as Text

I make a plea for more extensive study of the church *Hymnal*. Many adults are practically illiterate in the use of the second half of the book. Some teachers, too, we might add. *The Hymnal* was ignored all too often in the Sunday school training of those who are now adults. You may prevent its happening again to your students, for this quarterly asks you to use *The Hymnal* in actual class-work. Study together the order of service for both baptism and confirmation. It is regrettable if our children come through confirma-

tion without having at least found the place of these services in the hymn book they use each Sunday.

Another request comes fast on the heels of the appeal just made. Let us avail ourselves of at least some of the beautiful teaching opportunities which are incorporated into the various lessons as on-going activities. Each lesson has its vocabulary list. Included are such terms as: chancel, liturgy, contrition, pastor, collect, etc. Just think how enriched would be worship in our Lutheran church if every member could actually do more than pronounce these words. The liturgical colors are presented in Lessons 6 and 7. At that point, have the children make a chart on which the various church seasons are blocked off. Then, with a few strips of colored ribbon, create a game of matching, identifying and explaining. Church furniture and locations are studied. How rewarding to arrange an "illustrated lecture tour" into the church sanctuary to see the meaning of font and chancel and missal stand!

Other excellent teaching opportunities are outlined. You may not be able to include them all, but even the most adverse conditions will permit at least one of these projects. Pastors, parents and

teachers, we need to work together in presenting these seemingly "exterior" things which are so closely linked with our spiritual lives. We must tend resolutely to our teaching during this adolescent period when our students are so receptive to learning and are so busy forming long-lasting attitudes and lifetime decisions. Is our teaching equal to this moment?

The Art of Omitting

Truly, our responsibility is a great one. Every consecrated teacher repeatedly asks herself, "Am I presenting this lesson correctly?" Because a certain teacher feared that another teacher was not "presenting a lesson correctly," interesting conversation developed. We had just come to the close of a session which featured a demonstration with a group of Intermediate boys and girls. It happened that the teaching was done without the teacher's having covered all the material prescribed within the printed lesson. The young teacher questioned the demonstrator's procedure.

Now, the question arises: Is a teacher justified in omitting portions of a lesson? The answer is a decisive *yes*. Length of the period, experience of the children, the teaching facilities, all these deter-

mine into what detail the teacher will go with her lesson. The essential point is that we teachers keep our aims ever before us, and then plan our lesson as our own circumstances demand. The quarterly *Before and After Confirmation* is no exception. It will be necessary to cut, adapt and omit in these lessons, too. To do such cutting does not imply weak teaching. On the contrary, it is the skilled teacher who can cull out the most important material from a long lesson.

A Correction

A caution is in order, for an error occurs in the Teacher's Guide on page 16. In the multiple choice exercise, numbers 6, 7, 10 and 9 should be accepted as correct answers. A second point to mention here concerns Lesson I which will be taught the Sunday following Easter. Take advantage of the holy day so recently passed and work the message of Easter into the lesson on baptism. In this connection, refer to Romans 6:1-4.

Angle of Attack

Be alert to the angle from which you attack the quarterly. The material is planned to hit confirmation as that spiritual experience progresses from the future into the past. We, the teachers, must gear our presentation with our indivi-

dual class in mind. For example, if the confirmation day has passed, then the lessons will be review in nature. On the other hand, if confirmation day is in the future, these lessons will serve as preparation along with the pastor's confirmation instruction. Then, too, we must constantly remember that we teach Intermediates, not Adults,

and that our approach cannot be from an adult angle.

Before confirmation our youngsters are attending Sunday school regularly. After confirmation there is that appalling slump. This quarterly is one instrument through which those Intermediates may be everlastingly won into the church of Christ. We must work.

Helps for Teachers of Seniors

Christian Growth Series, Senior I, Third Quarter

By RAYMOND A. VOGEELEY

American Lutheran Church

THE Senior Department teachers in preparing and teaching the lessons in *Christian Growth Series, Senior I, Third Quarter*, should constantly keep in mind the "Desired Outcomes." A fuller realization of outcomes 3, 4, and 7, as based upon both 1 and 2, should result from a faithful study of *Youth's World*.

Advance Study

To do justice to this series of lessons the teacher should first scan all the lessons. Note their interrelationship. It will probably be wise if you jot down those points for which you need to do more reading in order to clarify your own Christian philosophy of

life. You may want to discuss certain issues with your pastor before you teach the lessons. You should also study each unit of lessons as a unit before preparing specifically one lesson.

Know Your Pupils

Once again you should see how important it is to know your pupils personally in order to help them most fully. For three months you will discuss with them important Christian principles which can greatly influence their attitudes. How will they invest their lives? What will be their attitude toward their country and the world? Will they feel the vital importance both personal and global of a deep-

er commitment to Christ, their Saviour and Lord?

Guidance for Today

In these uncertain days our Seniors need every bit of Christian guidance they can get. Help them to study thoroughly what God's Word says. Military training may not be too far away for the older boys. All of them are being influenced consciously or unconsciously by many factors. You want them to invest their lives as Christians should. If you cannot complete the study of some of these lessons in class, why not carry them over into the meeting of the Luther League when your pastor can be present.

The Teacher's Guide gives a good variety of help and procedure. In Unit B you may try to assign for advance study and reports in class specific problems and Bible readings.

Unit C, especially, requires extra study and work on your part to keep certain facts up to date. Remember that in these lessons you cannot decide upon specific solutions for world problems but you can strengthen basic Christian principles which will offer the only eventual answer. Who knows but that through your work some of our future leaders will be greatly

influenced to apply the principles of God's Word to national and world affairs.

Are you sometimes shocked to read some of the things that are recorded in the Bible? The Bible tells us the truth about life as it was lived. It tells us the truth about life as it is lived even with two thousand years of Christian history and tradition which has changed life today from what it was in the days of David.

What had happened to David's kingdom? You will notice how there was gradual progress throughout the first ten chapters of 2 Samuel. Finally David became king over Israel. You will notice his dependence upon God. Then he sinned. How did Nathan bring it to David's attention? What is the work of a true prophet of God? See verse 7. What is the significance of the word "wherefore" in verse 9, and "therefore" in verse 10? Is this fulfilled in the remaining chapters of 2 Samuel. Why was David forgiven? Why did the Lord "put away" his sin? Do Psalms 32 and 51 have greater meaning for you in the light of this background?

Book of Kings

The story of the children of Israel is continued in the Book of

Kings. There we have the story of David's successor, how Solomon prayed for an understanding heart, how he helped build the Temple and the story of the rest of his life, leading up to his fall as recorded in Chapter 11. How does that compare with the story of David, his father?

Do you feel by this time that you have used the laws of Bible study sufficiently so that you can continue, with guidance from your pastor, a more detailed study of the

Old Testament? Do you know why the kingdom was divided and how it was divided? What happened to the Northern Kingdom? What happened to the Southern Kingdom? Do you know the reason for the exile and the return? It is all in the Old Testament. Read how God worked with His people and planned for their salvation, preparing for the fulfillment of His plan in Christ Jesus. Study His Word. Encourage and help others to study the Bible.

Helps for Teachers of Adults

The Bible Study Quarterly, April, May and June

By DANIEL NYSTROM

Secretary of Literature, Augustana Book Concern

THE International Lesson Outlines for the second quarter of 1951 call attention to thirteen great epochs of Bible history, a fact which would suggest a somewhat different treatment than the usual one. Yet few teachers, we surmise, would want to give very much of the lesson period to a survey of an entire period. Quite a number will choose to stay close to the printed text and make only a brief reference to the period to which it belongs. It is possible, however, to follow a middle course,

and it is to this end that we offer a few suggestions.

We should appreciate the importance of an occasional course of this kind. It is well sometimes to take a view of the whole reach of sacred history. It helps us see the individual events in their relation to divine purpose and guidance. We see the logic of events and the issue of moral choice that are revealed in the way one epoch follows on the other. We see a clear illustration of the laws of sowing and reaping, sin and

judgment, disobedience and suffering, repentance and renewal. These things apply to all history, for sacred history underlies all history and God is working out His purposes also in secular history. The teacher ought, therefore, along with the development of the printed text, to give some thought to the presentation of each lesson in the light of the general Scripture and of the larger view that this course suggests.

Special Preparation

It is evident that such teaching will require special preparation. In the average class it is best to keep within the bounds of the specific emphases of the Scripture references. Do not attempt to cover even all the main events of the period. A teacher may be able to do this, but it would have to be more or less a lecture, and class members would certainly not get as much profitable carry-home instruction as from a discussion of a characteristic event or idea of the period in which they themselves can participate. The teacher ought, in any case, to be familiar with the entire epoch and with the contents of the general Scriptures indicated, even though he does not intend to go into detail about these matters in the class. One never knows

what questions may be asked, and it is well that the teacher has the information and understanding to point to the right answers.

Those who outlined this course did not have in mind a detailed presentation of the Bible epochs. They were careful to select as printed texts passages that focus attention chiefly upon a single event or a significant passage to illustrate each period. Our suggestion is that the printed text should be the basis of the class discussion, but that enough should be said also to relate it to its epoch and to make evident the purpose of God as it is revealed in the historical development. An attempt ought also to be made to apply the lessons learned to modern periods of history including the one in which we are living.

Relevance for Today

There are no less than eight lessons that deal with the nation of Israel. Here are such titles as: God in a Nation's Life, Possessing the Land of Promise, National Leadership, National Decay, Religious Revival in a Nation's Life, National Chastening, and National Reconstruction. These are, of course, first to be viewed in the light of God's dealings with His covenant people, and to show the

chief steps in the religious development that was to find its end in Christ. But they also have a contemporary relevance. They all suggest lessons for us as a nation. They have something important to say in this day of national and international turmoil.

There is a danger against which we must guard in making applications of this kind. It is so easy to identify the nation with its leaders, or to view it as if it were a kind of indefinite entity from which we can stand apart, particularly when we find fault or would escape responsibility. If lessons of national character are to be truly helpful and challenging, their warnings, admonitions, counsels, and encouragements must reach *individual* hearts, homes, congregations, and communities; for these are the nation, and in them the nation's soul is mirrored.

It should be remembered in this connection that Israel was a religious as well as a civil community. It stands both for church and nation. Teachers should guide the discussions so that the lessons are applied also to the church and to the citizen in his capacity as a Christian and church member. It would be proper, too, since God's governance in history comes to the fore in these lessons, to show God's

guidance in the history of the church body to which we belong.

God's Purpose

The tie-up with one another of the Old Testament lessons in the course presents no special difficulties. The tie-up of the Old Testament with the two from the New Testament is not as clear as it would have been if more texts of Messianic character had been included in the Old Testament selections. The teacher ought, therefore, to stress all the more the few Messianic passages that are included. The one specific example in Genesis 3:15 in Lesson 2, the first gospel promise in the Bible. In teaching this lesson there is reason to point forward to the Christ of Lesson 11, and in teaching the latter lesson to hark back to the promise in Lesson 2. If lacking in the printed text, look for such passages in the general Scripture for each lesson. Whenever the opportunity presents itself give proper emphasis to God's final purpose in history.

As an illustration of the fact that the teacher may sometimes discover in the larger Scripture indicated something of particular importance for the discussion of the printed text, we give the following example. None of the printed passages of Lesson 3 make definite

mention of the universality of the blessing that should come through the seed of Abraham. It would therefore be well to consider here also the words of Genesis 12:3, included in the general Scripture, "and in thee shall all the nations of the earth be blessed." Lesson 3 may be used to illustrate another thought for the teacher. He may view each lesson as a treasure hunt. Some verse may shine with a special light. For example, there is a verse in the text for Lesson 3 which Luther called "the greatest text of the Book of Genesis." Help the class to find it.

Very little specific help has been

given for the teaching of the individual lessons. The various Bible study quarterlies will give much real assistance in your task. We have wanted to stress, in connection with this particular course, some of the things that are important in teaching any Bible course of historical nature. If there is one truth that is fundamental with regard to these lessons, aside from the central truth of God's saving plan and purpose, it is this: *The determinative forces of human history are not material but spiritual.* This is an emphasis that is much needed today.

Have you been looking for some real help in teacher training? Your Board of Parish Education, with the boards of other Protestant churches has produced a series of audio-visual materials on this subject which fills a real need in our enlistment and training program.

Here are the titles of the ten units which comprise the series:

- | | | |
|---|--|--------------------------------|
| 1. <i>Leads to Leadership</i> | 4. <i>Making the Most of Rooms and Equipment</i> | 7. <i>As the Twig Is Bent</i> |
| 2. <i>The Great Adventure</i> | | 8. <i>No Two Alike</i> |
| 3. <i>So You're the Superintendent?</i> | 5. <i>The Growing Teacher</i> | 9. <i>The Teacher Prepares</i> |
| | 6. <i>How Persons Learn</i> | 10. <i>The Teacher Teaches</i> |

Each of the ten parts, with the exception of 4, consists of a black and white filmstrip and recordings, either 78rpm (standard) or 33 $\frac{1}{3}$ rpm (microgroove, long-playing). Number 4. *Making the Most of Rooms and Equipment*, is a color filmstrip that does not make use of the recordings. With each unit a leader's manual, with step by step instructions, is provided.

At present these kits may be purchased through your Board of Parish Education. The cost is \$75 with 78rpm records, or \$65 with 33 $\frac{1}{3}$ rpm records.

Suggested Audio and Visual Aids

Christian Growth Series, Junior I, Fourth Quarter

By BERNIECE SWARD

Chairman, Christian Growth Committee

Augustana Lutheran Audio-Visual Association

WHERE WE LIVE

LESSON 1

*Our Country's Stand for
God and Democracy*

SVE Kodachrome Slides

Ha712. Ezra's Prayer for Help.
(Ezra 9:4-15.)

Ha713. Nehemiah Rebuilds the
Walls. (Nehemiah 4:15-18.)

Ha714. Ezra Teaches from God's
Book. (Nehemiah 8:5-9.)

Ha715. Dedication of the Walls.
(Ezra 12:27.)

Ha631. God Speaks to the People
on Mt. Sinai through Moses.
(Exodus 20:1-17.)

Church-Craft Filmstrips

The Ten Commandments Visualized.
Purchase, \$20.00.

LESSON 2

We Are Citizens of Our Country

SVE Kodachrome Slides

Ha819. Paul's Letter to Timothy. (1
and 2 Timothy.)

*California Religious Film Co. Slide-
films.*

The Christian Service Flag. 28
frames. \$2.00.

LESSON 3

*Black, Yellow and Red
Children Are Citizens Also*

SVE Kodachrome Slides

Ha736. Jesus and the Samaritan
Woman. (John 4:7-27.)

Ha802. Philip and the Ethiopian.
(Acts 8:31.)

Ha825. Paul in Athens Debates with
the Epicureans and the Stoics.
(Acts 17:16-34.)

Cc552. Copping, The Hope of the
World.

LESSON 4

*Nations Should Be Friendly
Toward Each Other*

SVE Kodachrome Slides

Hc32. Open Bible.

SVE Picturols

Peace Symbols. Outstanding Peace
Memorials from all over the
world. 41 pictures. \$2.00.

Church-Screen Filmstrips

Patterns for Peace. The Church
and world peace, based on the
teaching of Jesus. 40 frames \$2.50.

LESSON 5

Why God Made Homes

SVE Kodachrome Slides

Ha745. Consider the Lilies. (Mat-
thew 6:28-34.)

Church-Screen Filmstrips

Redemption, Second Article of the
Apostles' Creed. Two filmstrips,
79 frames. \$6.00.

LESSON 6

Why We Obey Our Parents

SVE Kodachrome Slides

Ha18. Flight into Egypt. (Matthew
2:12-23.)

Ha622. Moses Found by Pharaoh's
Daughter. (Exodus 2:5.)

Ha27. Jesus Blesses Little Children.
(Luke 18:15-47.)

Ha737. Jesus Helps the Nobleman's
Son. (John 4:46-54.)

Ha623. Moses and the Burning
Bush. (Exodus 3:2.)

Ha657. Eli Instructs Samuel to An-
swer. (1 Samuel 3:1-21.)

Ha708. Daniel's Prayer. (Daniel
6:10-11.)

Ha817. Timothy. (Acts 16:1-2.)

Ha20. Finding Jesus in the Temple.
(Luke 2:41-52.)

Ha728. And Jesus Advanced in Wisdom and Age and Grace with God and Man. (Luke 2:52.)

Ha644. Moses Teaching the People God's Commandments, Statutes and Judgment. (Deuteronomy 6:1-7.)

Church-Craft Filmstrips

The Ten Commandments Visualized. Set, \$20.00.

The Fourth Commandment.

LESSON 7

Helping in Our Homes

SVE Kodachrome Slides

Ha672. Ahijah Prophesies to Jeroboam the Divisions of the Kingdom. (1 Kings 11:28-38.)

Ha37. Jesus Washed the Feet of the Disciples. (John 13:1-15.)

Church-Screen Filmstrips

Happy Times at Home. Joys of a Christian home. 30 frames with manual. \$2.00.

LESSON 8

Worshipping at Home

SVE Kodachrome Slides

Cc484. Briggs, The Workshop at Nazareth.

Ha867. Family Praying before Meals.

Ha869. The Evening Prayer.

LESSON 9

Knowing Our Neighborhood

Church-Screen Filmstrips

Friends Who Help Us. 30 frames. \$2.00.

Church-Craft Filmstrips

The Ten Commandments Visualized. Set, \$20.00.

Fifth, Seventh and Eighth Commandments.

AVA Film

The Power of God. Based on Romans 1:16. Sound, 56 Minutes. Rental, \$20.00.

LESSON 10

Making and Keeping Friends

SVE Kodachrome Slides

Ha666. The Friendship of David and Jonathan. (1 Samuel 18:1.)

Ha667. Jonathan Warns His Friend David. (1 Samuel 20:17-23.)

Ha652. Ruth Remains with Naomi. (Ruth 1:14-18.)

Ha653. Ruth in the Barley Field. (Ruth 2:3.)

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Ha101. The Talents. (Matthew 25:14-30.)

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Ha744. Jesus Teaching the Apostles the Lord's Prayer. (Matthew 6:9-13.)

Ha72. The Sermon on the Mount. (Matthew 5:6.)

Ha745. Consider the Lilies. (Matthew 6:28-38.)

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Doing Our Best at School

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Ha711. Queen Esther. (Esther 5:1.)

Cp113. Rembrandt, Apostle Paul.

Ch414. Bouts, Moses Before the Burning Bush, Detail Head.

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and Judgments. (Deut. 6:1-7.)

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Ha638. High Priest's Vestments.
(Exodus 28:1-29.)

Ha636. Tabernacle. (Ex. 40:1-15.)

Ha637. Furniture of the Tabernacle.
(Exodus 26.)

Ha642. The Holy of Holies and Of-
ficiating High Priest. (Exodus
26:29-30, 39-40.)

Ha640. Tabernacle, Breast Plate,
Altar, Censer. (Exodus 26; 28:15;
27:1-8; Leviticus 16:12)

Ha 641. Molten Sea, Brazen Laver.
(1 Kings 7:23-28; Exodus 38: 8;
1 Kings 1:30-43.)

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